

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Clay Hill Middle

District: Dorchester 4

Principal: Mr. Kenneth Pinkney

Superintendent: Mr. Jerry Montjoy

Focused School Renewal Plan

Clay Hill Middle School 2008-09 Rationale

Clay Hill Middle School is one of two middle schools located in Dorchester School District Four and opened for the first time August 2005. This area is 100% rural with only 14% of the local population in the work force, according to the 2000 U.S. census. The school houses grades six through eight. The current principal of Clay Hill Middle has over 30 years of experience. His diverse staff of African American, Caucasian, Philippine, and Romanian teachers serves a student body of 71 boys and 81 girls for the 2007-2008 school year. Seventy-three percent of the students receive subsidized meals. The ethnic breakdown is 63% African American, 26% White, and 11% Other (American Indian, Hispanic, Asian, and Mixed).

Upon analyzing PACT results after two years in existence, a drastic drop in the Basic English Language Arts (ELA) scores for grades seven and eight was noted. The percentage of seventh grade students' scoring Basic decreased by 17.6%. An even larger decrease of 26.1% occurred in the percentage of eighth graders scoring Basic. Some of these moved to Proficient to push that percent for eighth graders from 6.7 to 22%. However, since the Below Basic for eighth grade rose 33.3 to 43.9, most of the students decreased in performance rather than increased. The map results in ELA Language Usage and Reading also reflect this need.

In an effort to select our school's focused goals, we reviewed our teachers' needs surveys and test scores, which indicated essential changes needed to improve student academic performance. Their surveys revealed that students were having a difficult time responding or reflecting their comments in writing, poor language usage (verb tense, grammar, convention, organization and content). Reading and comprehending text also presented several challenges for academic success. Believing strongly that students, who are strong readers and writers, have the best chance to succeed in all academic skills, English Language Arts (ELA) was chosen as the top priority by the School Leadership Team. This leadership team includes the principal, administrative assistant, curriculum specialist, iCoach, and a teacher. The School Leadership Committee, in consultation with teachers and staff, agreed that goals to improve writing and reading across the curriculum would be the essence of the improvement plan. The faculty and staff further believe that if interventions were incorporated to improve the literacy levels, then we would also see improvement in our Science and Social Studies scores. A third goal grew from concern over the lack of student progress in Math, where PACT scores indicate that half of our seventh graders still score Below Basic. The eighth grade scores were even lower with 53.7% scoring Below Basic. Clearly, a great deal of work is still to be accomplished in Mathematics and this is the focus of the third goal.

The Measures of Academic Progress (MAP) testing was chosen as the objective indicator of student performance. Rausch International Unit (RIT) scores from Spring 2008 can be compared to spring 2009 to measure growth.

To unify the effort to improve writing across the curriculum, an **Exemplary Writing Plan** be incorporated into the Clay Hill Middle School curriculum. Formative assessments from periodic writing prompts will offer progressive feedback for teachers to direct lessons and guide students into higher levels of performance in writing.

To unify the effort to improve reading across the curriculum, **Differentiated Instruction** and **Explicit Direct Instruction** (EDI) will be incorporated. The teaching of effective reading strategies will be used in all content areas to make students more successful readers. As you can see from presented data information, the Science PACT scores are extremely low. We plan to address that issue through improving the literacy levels of our students. By improving the literacy levels through research based reading strategies, students' ability to read and comprehend informational as well as literary text will increase their ability to respond to text with their own thinking. All students, regardless of ability level, should be able to grow academically and progress. The **EDI** format of lesson delivery has been proven successful for lower performing students. **Differentiated Instruction** is a method of successful instruction to students of varying levels within one class setting. By incorporating these two successful strategies, Clay Hill Middle will overcome the odds of low performing schools and achieve a higher rate of success.

To plan for students who need higher levels of intervention in ELA instruction, the **Options Reading Program**, which provides additional material and focuses on re-teaching of basic reading skills, will be utilized in the after school program. The RIT curriculum will be utilized in our tutorial program, along with supplementary materials. **Compass Learning** (CL) will be utilized in the academic assistance computer lab. This program offers a wealth of skills building for academic success, generates individual profiles, and practice sheets for remediation or enhancement.

To plan for success in mathematics, **EDI** and **Differentiated Instruction** will be utilized as well as Compass Learning in the computer lab. Students will receive extra tutoring during in an after school program using the **Math Breakaway** series. The RIT curriculum will be utilized during the school day tutorial program. The effective use of math manipulatives and hands-on activities will be incorporated to boost math achievements.

In order to meet expected progress by school year 2010, we selected increments of 10% each year as our goal to move students forward in achieving academic performance levels on PACT. This will give us an increase of 0.3 per year to achieve the necessary increase in the absolute index.

The atmosphere at Clay Hill Middle is one of expected excellence. The entire faculty and staff ascribe to the power of positive thinking to achieve success. We believe all students have the right and ability to succeed. The *school motto* is: *Clay Hill Middle School, "Where great minds are under construction and geniuses are born."*

Clay Hill Middle School Profile

ABSOLUTE RATINGS*

	2006* First Year Of existence*	Index		2007	Index
Absolute Rating	Below Average	2.5		Unsatisfactory	2.4

- An increase of 0.3 is necessary to achieve our goal of a 2.7 absolute index.

Clay Hill Middle PACT Data from Annual School Report Card Shown in Percentages

English/Language Arts

	Below Basic		Basic		Proficient		Advanced	
Grade	2006	2007	2006	2007	2006	2007	2006	2007
6	50	41.8	34.4	45.5	9.4	10.9	6.3	1.8
7	31.8	47.1	50.0	32.4	18.2	20.6	0	0
8	33.3	43.9	57.8	31.7	6.7	22.0	2.2	2.4

- A positive trend was noted in ELA from 6th to 7th gr. with Below Basic scores decreasing from 2.9% while Proficient scores rose by 11.2% from 2006 to 2007.
- A negative trend was noted in ELA from 7th to 8th gr. with Basic scores decreasing by 18.3% while Proficient and Advanced scores only increasing by 6.2% and Below Basic increased by 12.1% from 2006 to 2007.

Math

	Below Basic		Basic		Proficient		Advanced	
Grade	2006	2007	2006	2007	2006	2007	2006	2007
6	34.4	33.9	59.4	50.0	3.1	10.7	3.1	5.4
7	47.7	50.0	59.4	44.1	3.1	2.9	3.1	2.9
8	55.6	53.7	42.2	41.5	2.2	4.9	0	0

- Negative trends were noted in both 6th to 7th gr. and 7th to 8th gr. Math with Below Basic scores increasing by 21.6% while Basic, Proficient, and Advanced scores decreased with the exception of one 1.8% increase from 2006 to 2007.

Science

	Below Basic		Basic		Proficient		Advanced	
Grade	2006	2007	2006	2007	2006	2007	2006	2007
6	66.7	74.1	27.3	14.8	6.1	7.4	0	3.7
7	43.5	55.9	39.1	35.3	15.2	8.8	2.2	0
8	52.2	65.0	45.7	35.0	0	0	2.2	0

- A positive trend was noted in Science from 6th to 7th gr. with Below Basic scores decreasing by 10.8% while Basic and Proficient scores rose by 10.7%.
- A negative trend was noted in Science from 7th to 8th gr. with Below Basic scores increasing by 21.5% while Basic, Proficient, and Advanced levels as decreasing from 2006 to 2007.

Social Studies

	Below Basic		Basic		Proficient		Advanced	
Grade	2006	2007	2006	2007	2006	2007	2006	2007
6	36.4	20.7	51.5	62.1	9.1	13.8	3.0	3.4
7	50.0	55.9	43.5	41.2	2.2	2.9	4.3	0
8	43.5	38.1	45.7	61.9	8.7	0	0	0

- A negative trend was noted in Social Studies from 6th to 7th gr. with Below Basic scores increasing from 2006 to 2007 by 19.5% while Basic, Proficient, and Advanced scores all decreased.
- A positive trend was noted from 7th to 8th gr. with Below Basic scores decreasing by 11.9% while Basic scores increased by 18.4%.

The Focused School Renewal Plan has been amended and revised according to recommendations from the External Review Committee:

- Explanation of charts has been added.
- Student achievement goals were revised to provide clear measurement using MAP. The PACT/MAP correlation is not available at this time therefore percentage of students meeting Target Growth was chosen as the objective measure toward Expected Progress.
- Principal and district goals have been changed to provide measurable support of the student achievement goals.
- Additional strategies were added to all sections of the plan.
- Information has been added to the indicators of implementation.

Clay Hill Middle School Timeline

DATE of Implementation	Strategy	Persons responsible	Date of Completion
July 2008	Provide professional development on research-based exemplary writing strategies.	Administrators, Curriculum Specialist, iCoach,	
August 2008	Implementation of the school wide staff development plan.	Administrators	
August 2008	Provide staff development in mathematics strategies	Administrators, Curriculum Specialist, iCoach, District Rep and/ or consultant	
August 2008	Observe implementation of instructional programs	Administrators	
August 2008	Provide for materials necessary to support instruction to increase student achievement.	R. Robinson-Dir. Of Prof. Dev. & C. Brabham Dir. C&I	
August 2008	Provide for administration of formative assessments and schedule time for planning instruction according to students' needs	Administrators, curriculum specialist, iCoach	
August 2008	Provide staff development to analyze school data	Administrators, Curriculum Specialist, iCoach, District Rep and/ or consultant	
August 2008	Provide professional development using research-based strategies and best practices in reading to improve instructional delivery.	Administrators, Curriculum Specialist, iCoach, District Rep and/ or consultant	
August 2008	Provide communication and staff development in best practices	Administrators and/or District Personnel	
August 2008	Provide professional growth opportunities	Administrators and/or District Personnel	

August 2008	Administer MAP Testing for baseline data	District Technology Staff, Lab Technician, Tutors, and media specialist	
August 2008	Administer formative Assessment to plan instruction – School Wide Writing Prompt	All teachers, tutors, curriculum specialist, iCoach	
August 2008	Provide professional development in technology to analyze and utilize school data.	District Administrators & Technology (Montjoy Brabham & Goodwin)	
August 2008	Provide professional development in reading across the curriculum including related arts.	R. Robinson-Dir. Of Prof. Dev. & C. Brabham Dir. C&I	
August 2008	Provide professional development in writing across the curriculum including related arts.	R. Robinson-Dir. Of Prof. Dev. & C. Brabham Dir. C&I	
August 2008	Analyze data and assessments to inform instruction	Administrators and/or District Personnel Administrators and/or District Personnel	
August 2008	Support a system of peer review to promote improvement of instruction, lesson plans and assessments by attending weekly team meetings and reviewing team collaboration minutes.	Administrators	
August 2008	Assess instructional strategies weekly through teacher observations and lesson plan review.	Administrators, Curriculum Specialist, iCoach	
September 2008	School wide professional development –Best Practice in content area.	Administrators	
September 2008	Conference with students to discuss assessment results and set goals for improvement.	All teachers and Tutors	
September 2008	Incorporate re-teaching with differentiated instructional techniques and re-test for mastery.	All teachers and Tutors	
September 2008	Monitor intervention programs to provide academic assistance (after school program, tutoring & Computer Assistance Programs).	Administrators, Curriculum Specialist, iCoach, Teachers &	

		Tutors	
September 2008	Support a system of peer review to promote improvement of instruction, lesson plans and assessments by attending weekly team meetings and reviewing team collaboration minutes.	Administrators	
September 2008	Assess instructional strategies weekly through teacher observations and lesson plan review.	Administrators, Curriculum Specialist, iCoach	
October 2008	School wide professional development –Best Practices in content area.	Administrators	
October 2008	Monitor intervention programs that provide academic assistance (after school program, tutoring & Computer Assistance Programs)	Administrators, Curriculum Specialist, iCoach, Teachers & Tutors	
October 2008	Support a system of peer review to promote improvement of instruction, lesson plans and assessments by attending weekly team meetings and reviewing team collaboration minutes.	Administrators	
October 2008	Monitor instructional strategies weekly through teacher observations and lesson plan review.	Administrators, Curriculum Specialist, iCoach	
October 2008	Administer school wide writing prompt	Curriculum Specialist & Teachers	
November 2008	School wide professional development –Best practice in content area.	Administrators	
November 2008	Monitor intervention programs to provide academic assistance (after school program, tutoring & Computer Assistance Programs)	Administrators, Curriculum Specialist, iCoach, Teachers & Tutors	
November 2008	Support a system of peer review to promote improvement of instruction, lesson plans and assessments by attending weekly team meetings and reviewing team collaboration minutes.	Administrators	
November 2008	Assess instructional strategies weekly through teacher observations and lesson plan review.	Administrators, Curriculum Specialist, iCoach	
December 2008	School wide staff development –Best practices in content areas.	Administrators	
December 2008	Monitor intervention programs to provide academic	Administrators,	

	assistance (after school program, tutoring & Computer Assistance Programs)	Curriculum Specialist, iCoach, Teachers & Tutors	
December 2008	Support a system of peer review to promote improvement of instruction, lesson plans and assessments by attending weekly team meetings and reviewing team collaboration minutes.	Administrators	
December 2008	Monitor instructional strategies weekly through teacher observations and lesson plan review.	Administrators, Curriculum Specialist, iCoach	
January 2009	School wide professional development- Best practices in content area.	Administrators	
January 2009	Monitor intervention programs to provide academic assistance (after school program, tutoring & Computer Assistance Programs)	Administrators, Curriculum Specialist, iCoach, Teachers & Tutors	
January 2009	Support a system of peer review to promote improvement of instruction, lesson plans and assessments by attending weekly team meetings and reviewing team collaboration minutes.	Administrators	
January 2009	Monitor instructional strategies weekly through teacher observations and lesson plan review.	Administrators, Curriculum Specialist, iCoach	
January 2009	Administer school wide writing prompt	Curriculum Specialist & Teachers	
February 2009	School wide professional development – Best practices in content area.	Administrators	
February 2009	Monitor intervention programs to provide academic assistance (after school program, tutoring & Computer Assistance Programs)	Administrators, Curriculum Specialist, iCoach, Teachers & Tutors	
February 2009	Support a system of peer review to promote improvement of instruction, lesson plans and assessments by attending weekly team meetings and reviewing team collaboration minutes.	Administrators	
February 2009	Monitor instructional strategies weekly through teacher observations and lesson plan review.	Administrators, Curriculum Specialist, iCoach	

February 2009	Administer MAP Test as Post test and compare	District Technology Staff Lab Technicians & Tutors	
March 2009	School wide professional development –Best practices in content area.	Administrators	
March 2009	Monitor intervention programs to provide academic assistance (after school program, tutoring & Computer Assistance Programs).	Administrators, Curriculum Specialist, iCoach, Teachers & Tutors	
March 2009	Support a system of peer review to promote improvement of instruction, lesson plans and assessments by attending weekly team meetings and reviewing team collaboration minutes.	Administrators	
March 2009	Monitor instructional strategies weekly through teacher observations and lesson plan review.	Administrators, Curriculum Specialist, iCoach	
April 2009	Monitor intervention programs to provide academic assistance (after school program, tutoring & Computer Assistance Programs)	Administrators, Curriculum Specialist, iCoach, Teachers & Tutors	
April 2009	School wide professional development –Best practice in content area.	Administrators	
April 2009	Support a system of peer review to promote improvement of instruction, lesson plans and assessments by attending weekly team meetings and reviewing team collaboration minutes.	Administrators	
April 2009	Monitor instructional strategies weekly through teacher observations and lesson plan review.	Administrators, Curriculum Specialist, iCoach	
April 2009	Administer school wide writing prompt	Curriculum Specialist & Teachers	
May 2009	School wide professional development –Best practices in content area.	Administrators	
May 2009	Monitor intervention programs to provide academic assistance (after school program, tutoring & Computer Assistance Programs)	Administrators, Curriculum Specialist, iCoach, Teachers & Tutors	
May 2009	Support a system of peer review to promote improvement of instruction, lesson plans and	Administrators	

	assessments by attending weekly team meetings and reviewing team collaboration minutes.		
May 2009	Monitor instructional strategies weekly through teacher observations and lesson plan review.	Administrators, Curriculum Specialist, iCoach	
May 2009	Administer PASS	Administrative Specialist, Teachers & Tutors	

2008–09 School Year of Implementation
Student Achievement Focused Goal
ELA (Writing Across the Curriculum)

Focused Student Achievement Goal 1:

By April 1, 2009, 60% of the students at CHMS will meet their MAP target growth in ELA, Language Usage as measured from Fall 2008 to Spring 2009.

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Administer MAP tests to collect baseline data and posttest comparison results for instructional decision- making.	E. Goodwin T. Stephens, and H. Taylor	August, 2008 March, 2009	<ul style="list-style-type: none"> • MAP data will provide baseline data to focus instructional needs. • MAP data will provide posttest comparison of gain <p>Document/s: MAP data printouts, comparison charts</p> <p>Person(s) Responsible: Principal, District Technology Staff This strategy will support achievement by providing diagnostic information on student deficits.</p>
Incorporate Exemplary Writing Plan strategies across the curriculum	All teachers	August 2008	<ul style="list-style-type: none"> • Establish school writing prompt monthly • Incorporate real life writing • Utilize rubric to assess progress <p>Document/s: student portfolios; writing samples; rubrics posted in classrooms</p>

			<p>Person(s) Responsible: curriculum specialist and iCoach</p> <p>Implementation of this strategy will support our achievement goal by increasing students' performance in writing.</p>
<p>Administer formative assessments and use results to plan instruction according to students' academic needs</p>	<p>D. Frayer L. Brown B. English L. Williams N. Smith S. Fordham R. Brown J. Barnachea M. Neigeros C. Shuler J. Gruber S. Parker J. McNeil R. Carson</p>	<p>August 2008</p>	<ul style="list-style-type: none"> • Development and administration of formative assessments incorporating components of state writing rubric (content, organization, voice, and conventions) • Plan and incorporate differentiated instruction to improve writing skills • Review lesson plans weekly to insure correlation to writing standards • Analyze formative assessments by teachers weekly; analyze school wide formative assessments quarterly <p>Document/s: lesson plans, writing assessment data</p> <p>Person(s) Responsible: K. Pinkney, P. Parker, J. McNeil, R. Carson</p> <p>This strategy will support achievement by providing baseline data for individual instructional needs.</p>
<p>Conference with students to discuss strengths and weaknesses revealed by formative assessments</p>	<p>D. Frayer L. Brown B. English L. Williams N. Smith S. Fordham R. Brown J. Barnachea M. Neigeros C. Shuler J. Gruber S. Parker J. McNeil R. Carson</p>	<p>September 2008</p>	<ul style="list-style-type: none"> • Conduct MAP conferences after each administration • Conduct student writing conferences at least monthly for class work and quarterly after school wide writing prompts <p>Document/s: conference records/student goal sheets, student portfolios</p> <p>Person Responsible: All teachers, tutors</p> <p>Implementation of this strategy will support our achievement goal by setting academic goals with students.</p>

<p>Provide professional development on research-based strategies to utilize writing in all content areas</p> <ul style="list-style-type: none"> ❖ Exemplary Writing Strategies ❖ Assessment of writing using rubrics ❖ Use of technology to support instruction 	<p>J. McNeil C. Brabham C. Menton</p>	<p>July 2008</p>	<ul style="list-style-type: none"> • Assess instructional strategies weekly through teacher observation and provide constructive feedback • Review lesson plans weekly to reflect implementation of strategies <p>Document/s: agendas, sign in sheets, handouts, record of observations, record of feedback</p> <p>Person Responsible: K. Pinkney, P. Parker, McNeil, and R. Carson</p> <p>Implementation of this strategy will support our achievement goal by providing teachers with research based strategies to improve the rigor of instruction.</p>
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal
ELA (Reading Strategies Across the Curriculum)

Focused Student Achievement Goal 2:

By April 1, 2009, 60% of the students at CHMS will meet their MAP target growth in ELA, Reading as measured from Fall 2008 to Spring 2009

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Administer MAP tests to collect baseline data and posttest comparison results for instructional decision making.	E. Goodwin T. Stephens H. Taylor, Lab Technician, Tutors	August, 2008; February, 2009	<ul style="list-style-type: none"> ❖ MAP data will provide baseline data to focus instructional needs. ❖ MAP data will provide posttest comparison of gain <p>Document/s: MAP data printouts, comparison charts</p> <p>Person(s) Responsible: K. Pinkney, E. Goodwin, T. Stephens, and H. Taylor</p> <p>This strategy will support achievement by providing baseline data for individual instructional needs</p>
Administer formative assessments and use results to plan instruction according to students' academic needs	D. Frayer L. Brown B. English L. Williams N. Smith S. Fordham R. Brown	August 2008	<ul style="list-style-type: none"> ❖ Develop and administer formative assessments to guide instruction using curriculum maps and pacing guides ❖ Plan and incorporate differentiated instruction ❖ Analyze formative assessment results monthly ❖ Plan for re-teaching and/or referral to the

	J. Barnachea M. Neigeros C. Shuler J. Gruber S. Parker J. McNeil R. Carson		tutoring program for students who did not achieve mastery ❖ Check lesson plans weekly to reflect alignment of curriculum and assessments data Document/s: formative assessment results, lesson plans, Tutoring Program data sheets Person Responsible: J. McNeil, K. Pinkney This strategy will support achievement by providing baseline data for individual instructional needs.
Conference with students to discuss assessment results and set goals for improvement.	D. Frayer L. Brown B. English L. Williams N. Smith S. Fordham R. Brown J. Barnachea M. Neigeros C. Shuler J. Gruber S. Parker J. McNeil R. Carson	Sept 2008	❖ Conduct student conferences monthly to discuss areas of strengths/weaknesses on MAP and formative assessments to support academic growth ❖ Review students' portfolios and CL data monthly Document/s: conference records, student portfolios, Person Responsible: D. Frayer,L. Brown,B. English, L. Williams,N. Smith,S. Fordham,R. Brown, J. Barnachea,M. Neigeros,C. Shuler,J. Gruber, S. Parker,J. McNeil,R. Carson Implementation of this strategy will support our achievement goal by providing feedback to assist with setting individual goals to improve performance on achievement tests.
Incorporate re-teaching with differentiated instructional techniques and retest for mastery	D. Frayer L. Brown B. English L. Williams N. Smith S. Fordham R. Brown J. Barnachea M. Neigeros C. Shuler J. Gruber	Sept 2008	❖ Implement differentiated instructional strategies to small groups to addresses the needs of students ❖ Review lessons plans weekly to insure inclusion of differentiated strategies ❖ Conduct weekly classroom observations Document/s: lesson plans; observation feedback forms; formative assessment results Person Responsible: K. Pinkney, P. Parker, J. McNeil, icoach

	S. Parker J. McNeil R. Carson		Implementation of this strategy will support our achievement goal by incorporating differentiated instructional techniques in the classroom.
Implement intervention programs that provide academic assistance to improve student achievement in reading: <ul style="list-style-type: none"> ❖ After school Program ❖ Tutoring ❖ Compass Learning (CL) 	K. Pinkney P. Parker D. Frayer L. Brown B. English L. Williams N. Smith S. Fordham R. Brown J. Barnachea M. Neigeros C. Shuler J. Gruber S. Parker J. McNeil R. Carson T. Stephens H. Taylor	September 2008	<ul style="list-style-type: none"> ❖ Intervention Programs meet the needs of learners who struggle with mastery following regular class instruction <p>Document/s: "Options Reading Intervention" lesson plans, student portfolios, CL report data, after-school attendance rosters,</p> <p>Person Responsible: K. Pinkney, P. Parker, J. McNeil, S. Shuler, T. Stephens, H. Taylor</p> <p>Implementation of this strategy will support our achievement goal by providing interventions to address student's weaknesses/strengths in reading.</p>
Analyze data and assessments to inform instruction	E. Goodwin, C. Brabham, K. Pinkney, S. Parker, J. McNeil icoach	August 2008	<ul style="list-style-type: none"> ❖ Generate individual learner profiles ❖ Conduct monthly data reviews on all students <p>Document/s: agendas, sign in sheet; handouts, samples of diagnostic reports; students profiles; data review schedules</p> <p>Person Responsible: K. Pinkney, P. Parker, J. McNeil, T. Stephens, H. Taylor, D. Frayer, L. Brown, B. English, L. Williams, N. Smith, S. Fordham, R. Brown, J. Barnachea, M. Neigeros, C. Shuler, J. Gruber, S. Parker, J. McNeil, R. Carson</p> <p>This strategy will support our achievement goal of students' need by analyzing data and assessments to guide instructional delivery in the classroom.</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal
Mathematics

Focused Student Achievement Goal 3: By April 1, 2009, 60% of the students at CHMS will meet their MAP target growth in Math as measured from Fall 2008 to Spring 2009.

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Administer MAP tests to collect baseline data and posttest comparison results for instructional decision- making.	E. Goodwin T. Stephens H. Taylor M. Neigeros C. Shuler J. Gruber	August, 2008; February, 2009	<ul style="list-style-type: none"> ❖ MAP data will provide baseline data to focus instructional needs ❖ MAP data will provide posttest comparison of gain <p>Document/s: MAP data printouts, comparison charts</p> <p>Person(s) Responsible: K. Pinkney, E. Goodwin, J. McNeil</p> <p>This strategy will support achievement goal by providing baseline data to assess students' growth.</p>
Administer formative assessments and use results to plan instruction according to students' academic needs.	All teachers, tutors,	August 2008	<ul style="list-style-type: none"> ❖ Develop and administer formative assessments to guide instruction using curriculum maps and pacing guides ❖ Plan and incorporate differentiated instruction ❖ Analyze formative assessment results monthly ❖ Plan for re-teaching and/or referral to the tutoring program for students who did not achieve mastery ❖ Check lesson plans weekly to reflect alignment of curriculum and assessments data

			<p>Document/s: formative assessment results, lesson plans, Tutoring Program data sheets Person Responsible: J. McNeil, R. Carson, Teachers</p> <p>Implementation of this strategy will support our achievement goal by using results to plan instruction according to students' academic needs.</p>
<p>Provide professional development that uses research-based strategies or best practices in Math to improve instructional practice to address student academic needs.</p> <ul style="list-style-type: none"> ❖ Use Explicit Direct instruction as a delivery method ❖ Understand constructed response rubric in Math on PACT ❖ Effective use of math manipulative and hands-on activities 	<p>Consultant Mrs. Carson Content Area Teachers</p>	<p>August 2008</p>	<ul style="list-style-type: none"> ❖ Weekly review of lesson plans to insure inclusion of manipulative and hands-on activities ❖ Weekly observation with feedback to teachers to insure the use of effective instructional strategies <p>Document/s: agendas, sign in sheet, handouts, lesson plans incorporating PACT constructed response items and Math Notebook assignments</p> <p>Person Responsible: J. McNeil/R. Carson</p> <p>Implementation of this strategy will support our achievement goal by providing professional development that uses best practices in math to improve instructional practices.</p>
<p>Analyze data and assessments to inform instruction</p>	<p>E. Goodwin K. Pinkney P. Parker J. McNeil R. Carson</p>	<p>August 2008</p>	<ul style="list-style-type: none"> ❖ Generate individual learner profiles ❖ Conduct monthly data reviews on all students <p>Document/s: agendas, sign in sheet; handouts, samples of diagnostic reports; students profiles; data review schedules Person Responsible: J. McNeil/R. Carson Implementation of this strategy will support our achievement goal by using results to plan instructions according to students' academic needs.</p>
<p>Implement programs that provide academic</p>	<p>P. Parker</p>	<p>Sept</p>	<p>Intervention programs provide students with</p>

assistance to improve student achievement in Math. <ul style="list-style-type: none"> ❖ Afterschool Program (Math Breakaway) ❖ Tutoring ❖ Compass Learning (CL) 	T. Stevens M. Negreiros	2008	<p>enriched instruction beyond traditional class methods thereby insuring a greater likelihood for student academic success</p> <p>Document/s: "Math Breakaway" lesson plans, RIT curriculum, Students' portfolios, CL student data</p> <p>Person Responsible: J. McNeil/R. Carson</p> <p>Implementation of this strategy will support our achievement goal by providing an intervention program that provides academic assistance to improve students' achievement in reading.</p>
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FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

ELA, Language Usage

Focused Principal's Instructional Leadership Goal 1:

By April 1, 2009, 60% of the students at CHMS will meet their MAP target growth in ELA, Language Usage as measured from Fall 2008 to Spring 2009.

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide staff development to analyze data	K. Pinkney P. Parker	August 2008	<ul style="list-style-type: none"> ❖ Analysis of student performance on PACT, STAR, MAP, Compass Learning, and formative assessments ❖ Assist teachers in gathering and interpreting data about their students to guide instruction monthly <p>Document/s: agendas, sign in sheets, student profiles Person Responsible: J. McNeil/R. Carson</p> <p>Implementation of this strategy will support our achievement goal by providing data to guide instruction and increase student performance.</p>
Provide for administration of formative assessments and schedule time for teachers to plan instruction according to student needs	K. Pinkney P. Parker	August 2008	<ul style="list-style-type: none"> ❖ Insure development of formative assessments aligned to curriculum maps and pacing guides ❖ Continue to provide common planning time for teachers and teams <p>Document/s: Master schedule, calendar, student profiles, formative assessments Person Responsible: J. Carson/R. Carson</p>

			Implementation of this strategy will support our achievement goal by a providing data to guide instruction and increase student performance
Provide for materials necessary to support instruction aimed at increasing student achievement <ul style="list-style-type: none"> ❖ Explicit Direct instruction as a delivery method ❖ Writing Across the Curriculum ❖ Differentiated Instruction 	K. Pinkney P. Parker	August 2008-May 2009	<ul style="list-style-type: none"> ❖ Respond to requests for materials (within budget) from teachers, curriculum specialist, and icoach <p>Document/s: budget, teacher request forms</p> <p>Person Responsible: J. McNeil/R. Carson</p> <p>Implementation of this strategy will support teachers with best practices materials in each content area.</p>
Provide professional development with rubrics to assess students' quarterly writing prompt	K. Pinkney P. Parker	August 2008-May 2009	<ul style="list-style-type: none"> ❖ Provide professional development on ensure assessment across the curriculum is standard. <p>Document/s: Handouts, assessment data sheet</p> <p>Person Responsible: J. McNeil/R. Carson</p> <p>Implementation of this strategy will support teachers with best practices materials in each content area.</p>
Provide appropriate technology for students to publish their writing.	All Teachers H. Taylor		<ul style="list-style-type: none"> ❖ Provide different resources for students to be creative in publishing writing <p>Document/s: students' published writing, financial records, Library sign in sheets,</p> <p>Person Responsible: J. McNeil/R. Carson</p> <p>Implementation of this strategy will support teachers with best practices materials in each content area.</p>

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

ELA Reading

Focused Principal's Instructional Leadership Goal 2:

By April 1, 2009, 60% of the students at CHMS will meet their MAP target growth in ELA, Reading as measured from Fall 2008 to Spring 2009.

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide staff development and opportunities for collaboration in best practices	K. Pinkney P. Parker	August, 2008	<ul style="list-style-type: none"> ❖ Provide time for collaboration through weekly common planning time ❖ Review weekly collaboration notes ❖ Develop comprehensive staff development plan <p>Document/s: calendar, schedule, agendas, sign in sheets Person(s) Responsible: J. McNeil/R. Carson</p> <p>Implementation of this strategy will support our achievement goal by providing data to guide instruction and increase student performance.</p>
Provide professional growth opportunities	K. Pinkney P. Parker	August, 2008	<ul style="list-style-type: none"> ❖ Membership record of professional organizations ❖ Respond to requests for leave which enhance professional skills <p>Document/s: Professional leave request forms, Agendas or Certificates from professional development opportunities, Receipts from professional organization memberships</p>

			<p>Person(s) responsible: J. McNeil/R. Carson</p> <p>Implementation of this strategy will support our achievement goal by providing data to guide instruction and increase student performance.</p>
Support a system of peer review among teachers for the purpose of improving instruction, lesson plans, and assessments	K. Pinkney P. Parker	September, 2008	<ul style="list-style-type: none"> ❖ Time for common planning and collaboration ❖ Review weekly team notes ❖ Require teachers to collaborate on weekly basis to review students' work, develop common assessments, plan instructions, etc. <p>Document/s: Agenda, sign in sheets, notes on collaborations</p> <p>Person(s) responsible: J. McNeil/R. Carson</p> <p>Implementation of this strategy will support our achievement goal by providing data to guide instructions and increase student performance.</p>
Provide professional development with best practices in reading.	K. Pinkney P. Parker	August 2008-May 2009	<ul style="list-style-type: none"> ❖ Provide professional development on ensure assessment across the curriculum is standard. <p>Document/s: Handouts, assessment data sheet</p> <p>Person Responsible: J. McNeil/R. Carson</p> <p>Implementation of this strategy will support teachers with best practices materials in each content area.</p>
Provide appropriate technology for students to improve with reading.	K. Pinkney P. Parker	August 2008 – May 2009	<ul style="list-style-type: none"> ❖ Provide different resources/programs for students use in reading ❖ <p>Document/s: financial records, Library sign in sheets, computer schedule, Compass Learning data records</p> <p>Person Responsible: J. McNeil/R. Carson</p> <p>Implementation of this strategy will support teachers with best practices materials in each content area.</p>

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement Mathematics

Focused Principal's Instructional Leadership Goal 3:

By April 1, 2009, 60% of the students at CHMS will meet their MAP target growth in, Math as measured from Fall 2008 to Spring 2009.

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide staff development and opportunities for collaboration in best practices	K. Pinkney P. Parker	August, 2008	<ul style="list-style-type: none"> ❖ Provide time for collaboration through weekly common planning time ❖ Review weekly collaboration notes ❖ Develop comprehensive staff development plan <p>Document/s: calendar, schedule, agendas, sign in sheets Person(s) Responsible: J. McNeil/R. Carson</p> <p>Implementation of this strategy will support our achievement goal by providing data to guide instruction and increase student performance.</p>
Provide professional growth opportunities	K. Pinkney P. Parker	August, 2008	<ul style="list-style-type: none"> ❖ Membership record of professional organizations ❖ Respond to requests for leave which enhance professional skills <p>Document/s: Professional leave request forms, Agendas or Certificates from professional development opportunities, Receipts from professional organization memberships</p>

			<p>Person(s) responsible: J. McNeil/R. Carson</p> <p>Implementation of this strategy will support our achievement goal by providing data to guide instruction and increase student performance.</p>
Support a system of peer review among teachers for the purpose of improving instruction, lesson plans, and assessments	K. Pinkney P. Parker	September, 2008	<ul style="list-style-type: none"> ❖ Time for common planning and collaboration ❖ Review weekly team notes ❖ Require teachers to collaborate on weekly basis to review students' work, develop common assessments, plan instructions, etc. <p>Document/s: Agenda, sign in sheets, notes on collaborations</p> <p>Person(s) responsible: J. McNeil/R. Carson</p> <p>Implementation of this strategy will support our achievement goal by providing data to guide instructions and increase student performance.</p>
Provide professional development with best practices in math.	K. Pinkney P. Parker	August 2008-May 2009	<ul style="list-style-type: none"> ❖ Provide professional development on ensure assessment across the curriculum is standard. <p>Document/s: Handouts, assessment data sheet</p> <p>Person Responsible: J. McNeil/R. Carson</p> <p>Implementation of this strategy will support teachers with best practices materials in each content area.</p>
Provide appropriate technology for students to improve math strategies.	K. Pinkney P. Parker	August 2008-May 2009	<ul style="list-style-type: none"> ❖ Provide different resources/programs for students use in reading ❖ <p>Document/s: students' published writing, financial records, Library sign in sheets, computer schedule</p> <p>Person Responsible: J. McNeil/R. Carson</p> <p>Implementation of this strategy will support teachers with best practices materials in each content area.</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District’s Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

District Administrators’ Instructional Leadership Goal 1:

By April 1, 2009, 60% of the students at CHMS will meet their MAP target growth in ELA, Language Usage as measured from Fall 2008 to Spring 2009.

STRATEGY	PERSON(S) RESPONSIBLE	START DATE OF STRATEGY	INDICATOR(S) OF IMPLEMENTATION
Provide ongoing professional development in writing across the curriculum to include the related arts.	R. Robinson – Staff Development Director, C. Brabham – Curriculum & Instruction Director	August 2008	Human Resources Personnel records and budget reports are kept on file at the district office. Copies of the ELA RIT Band Curricula are kept on file at the district office and have been distributed to the appropriate schools. A minimum of two training events will be conducted. <i>Persons Responsible: Human Resources Director & Curriculum and Instruction Director</i>
Develop curriculum maps that will serve as pacing guides for the academic standards, which are to be taught at each grade level. The maps will provide a unified foundation for teachers across the district as they align their curriculum and assessments with the SC Academic Standards.	C. Brabham – Curriculum & Instruction Director, K. Neil - RIT Coordinator, Curriculum Specialists, Teachers	September 2008	Curriculum Maps have been developed for ELA. Revisions are scheduled to take place each year. Copies are kept on file at the district office and have been distributed to all schools via the curriculum specialists. <i>Persons Responsible: Curriculum and Instruction Director & RIT Coordinator</i>
Provide ongoing professional development on how to write appropriate ELA assessments.	R. Robinson – Staff Development Director, C. Brabham – Curriculum & Instruction Director	October 2008	Professional development agendas, handouts, sign-in sheets, budget reports, and consultant contracts will be maintained at the district office. <i>Persons Responsible: Staff Development Director & Curriculum and Instruction Director</i>
Provide ongoing professional development to clarify and utilize student achievement data.	E. Goodwin – Technology Director, C. Brabham – Curriculum & Instruction Director	October 2008	MAP achievement data will be provided via printed reports from the NWEA website. Analysis of this data will take place quarterly via the usage of Testview, a software program that analyzes data in various ways. Documentation will include printed reports, Testview reports, agendas, sign-in sheets, and handouts. <i>Persons Responsible: Technology Director & Curriculum and Instruction Director</i>
Provide materials and resources to accomplish this goal.	C. Brabham - Curriculum & Instruction Director, R. Robinson - Staff Development Director, E.	August 2008	The district will respond to requests (within budget) from the principal and/or leadership team on behalf of the school. Documentation will include agenda, sign-in sheets, handouts, printed emails, purchase orders, consultant vouchers, and other

	Goodwin – Technology Director		financial records. <i>Persons Responsible:</i> Superintendent & Directors of Technology, Curriculum and Instruction, Staff Development, Human Resources, Federal Programs, Special Education, and Student Services
Facilitate understanding of effective instructional practices and expectations through demonstration lessons conducted during monthly principals' meetings. Principals will then conduct demonstration lessons for their faculty.	C. Brabham – Curriculum & Instruction Director	September 2008	Agendas and sign-in sheets from principals' meetings will be kept on file at the district office. <i>Persons Responsible:</i> Curriculum and Instruction Director

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District’s Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

District Administrators’ Instructional Leadership Goal 2:

By April 1, 2009, 60% of the students at CHMS will meet their MAP target growth in ELA, Reading as measured from Fall 2008 to Spring 2009.

STRATEGY	PERSON(S) RESPONSIBLE	START DATE OF STRATEGY	INDICATOR(S) OF IMPLEMENTATION
Provide ongoing professional development in reading strategies across the curriculum to include the related arts.	R. Robinson – Staff Development Director, C. Brabham – Curriculum & Instruction Director	August 2008	Human Resources Personnel records and budget reports are kept on file at the district office. Copies of the ELA RIT Band Curricula are kept on file at the district office and have been distributed to the appropriate schools. Persons Responsible: <i>Human Resources Director & Curriculum and Instruction Director</i>
Develop curriculum maps that will serve as pacing guides for the academic standards, which are to be taught at each grade level. The maps will provide a unified foundation for teachers across the district as they align their curriculum and assessments with the SC Academic Standards.	C. Brabham – Curriculum & Instruction Director, K. Neil - RIT Coordinator, Curriculum Specialists, Teachers	September 2008	Curriculum Maps have been developed for ELA. Revisions are scheduled to take place each year. Copies are kept on file at the district office and have been distributed to all schools via the curriculum specialists. Persons Responsible: <i>Curriculum and Instruction Director & RIT Coordinator</i>
Provide ongoing professional development on how to write appropriate reading ELA assessments.	R. Robinson – Staff Development Director, C. Brabham – Curriculum & Instruction Director	October 2008	Professional development agendas, handouts, sign-in sheets, budget reports, and consultant contracts will be maintained at the district office. A minimum of two training events will be conducted. Persons Responsible: <i>Staff Development Director & Curriculum and Instruction Director</i>
Provide ongoing professional development to clarify and utilize student achievement data.	E. Goodwin – Technology Director, C. Brabham – Curriculum & Instruction Director	October 2008	MAP achievement data will be provided via printed reports from the NWEA website. Analysis of this data will take place quarterly via the usage of Testview, a software program that analyzes data in various ways. Documentation will include printed reports, Testview reports, agendas, sign-in sheets, and handouts. Persons Responsible: <i>Technology Director & Curriculum and Instruction Director</i>
Provide materials and resources to accomplish this goal.	C. Brabham - Curriculum & Instruction Director, R. Robinson - Staff Development Director, E. Goodwin – Technology	August 2008	The district will respond to requests (within budget) from the principal and/or leadership team on behalf of the school. Documentation will include agenda, sign-in sheets, handouts, printed emails, purchase orders, consultant vouchers, and other financial records.

	Director		<i>Persons Responsible:</i> Superintendent & Directors of Technology, Curriculum and Instruction, Staff Development, Human Resources, Federal Programs, Special Education, and Student Services
Facilitate understanding of effective instructional practices and expectations through demonstration lessons conducted during monthly principals' meetings. Principals will then conduct demonstration lessons for their faculty.	C. Brabham – Curriculum & Instruction Director	September 2008	Agendas and sign-in sheets from principals' meetings will be kept on file at the district office. <i>Persons Responsible:</i> Curriculum and Instruction Director

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District’s Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement
Mathematics

District Administrators’ Instructional Leadership Goal 3:

By April 1, 2009, 60% of the students at CHMS will meet their MAP target growth in, Math as measured from Fall 2008 to Spring 2009.

STRATEGY	PERSON(S) RESPONSIBLE	START DATE OF STRATEGY	INDICATOR(S) OF IMPLEMENTATION
Provide support by hiring a RIT Coordinator to develop a math curriculum based on student needs identified by MAP.	J. Montjoy – Superintendent, N. Britt-Stevens – Human Resources Director, C. Brabham – Curriculum & Instruction Director	August 2008	Human Resources Personnel records and budget reports are kept on file at the district office. Copies of the Math RIT Band Curricula are kept on file at the district office and have been distributed to the appropriate schools. Persons Responsible: <i>Human Resources Director & Curriculum and Instruction Director</i>
Develop curriculum maps that will serve as pacing guides for the academic standards, which are to be taught at each grade level. The maps will provide a unified foundation for teachers across the district as they align their curriculum and assessments with the SC Academic Standards.	C. Brabham – Curriculum & Instruction Director, K. Neil, RIT Coordinator, Curriculum Specialists, Teachers	September 2008	Curriculum Maps have been developed for Math. Revisions are scheduled to take place each year. Copies are kept on file at the district office and have been distributed to all schools via the curriculum specialists. Persons Responsible: <i>Curriculum and Instruction Director & RIT Coordinator</i>
Provide ongoing professional development on how to write appropriate math assessments.	R. Robinson – Staff Development Director, C. Brabham – Curriculum & Instruction Director	October 2008	Professional development agendas, handouts, sign-in sheets, budget reports, and consultant contracts will be maintained at the district office. A minimum of two training events will be conducted. Persons Responsible: <i>Staff Development Director & Curriculum and Instruction Director</i>
Provide ongoing professional development to clarify and utilize student achievement data.	E. Goodwin – Technology Director, C. Brabham – Curriculum & Instruction Director	October 2008	MAP achievement data will be provided via printed reports from the NWEA website. Analysis of this data will take place quarterly via the usage of Testview, a software program that analyzes data in various ways. Documentation will include printed reports, Testview reports, agendas, sign-in sheets, and handouts. Persons Responsible: <i>Technology Director & Curriculum and Instruction Director</i>
Provide materials and resources to accomplish this goal.	C. Brabham - Curriculum & Instruction Director,	August 2008	The district will respond to requests (within budget) from the principal and/or leadership team on behalf of the school. Documentation will include agenda, sign-in

	R. Robinson - Staff Development Director, E. Goodwin – Technology Director		<p>sheets, handouts, printed emails, purchase orders, consultant vouchers, and other financial records.</p> <p>Persons Responsible: <i>Superintendent & Directors of Technology, Curriculum and Instruction, Staff Development, Human Resources, Federal Programs, Special Education, and Student Services</i></p>
Facilitate understanding of effective instructional practices and expectations through demonstration lessons conducted during monthly principals' meetings. Principals will then conduct demonstration lessons for their faculty.	C. Brabham – Curriculum & Instruction Director	September 2008	<p>Agendas and sign-in sheets from principals' meetings will be kept on file at the district office.</p> <p>Persons Responsible: Curriculum and Instruction Director</p>

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

MAPs Testing- Measures of Academic Progress is state-aligned computerized adaptive assessments that provide accurate, useful information about student achievement and growth. NWEA offers instructional planning resources that translate student test scores into state-aligned skills and concepts. For reading, language usage, and mathematics, the skills and concepts align to the goal structures and content of South Carolina state standards. <http://www.nwea.org>

EDI-Explicit Direct Instruction – is the lesson delivery component that focuses the attention of the student on the task. EDI provides schools that are experiencing low student test scores with a research-based type of reform. The consultant from DataWorks helps Clay Hill Middle analyze classroom assignments, assessments, and instructional practices to pinpoint weaknesses in planning, assessment, and lesson delivery; then provides teachers with specific steps to take in order to increase student achievement. Using brain research to make well-crafted **Explicit Direct Instruction (EDI)** lessons even more effective for students, Clay Hill believes that students will increase individual achievement when the attention of the learner can be exclusively focused on the learning. EDI is supported by brain research that applies how the human mind processes, stores and retrieves information. If all teachers design lessons that specifically include cognitive strategies, students will learn faster and have improved retention of the content being taught.

<http://www.dataworks-ed.com/services/edi/index.php>

Differentiated Instruction - Differentiated instruction is teaching with student variance in mind. It means starting where the kids are rather than adopting a standardized approach to teaching that seems to presume that all learners of a given age or grade are essentially alike. Thus differentiated instruction is “responsive” teaching rather than “one-size-fits-all” teaching. The DI teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible. (Tomlinson, 2003,p.151)

http://webhost.bridgew.edu/kdobush/Strategies%20for%20Teaching%20Reading/Handbook/Diff_Inst/Differentiated%20Instruction.htm

Student Conferencing – Teachers should conference individually with students about their writing techniques and reading strategies for several reasons.

- Conferences are more personal (many students prefer them).
- Feedback given in person may have more impact (students don't always read carefully written comments -- some just look for the grade).
- Conferences provide an opportunity to build rapport.
- This form of feedback is particularly effective for middle grade students who are highly sensitive to correction in front of other students.

<http://www.wm.edu/education/reading/webquests/kara/WebQuest.htm>

<http://emedia.leeward.hawaii.edu/writing/Conferencing.htm>

Reading and Writing Across the Curriculum - Students must be able to synthesize information and construct meaning to solve problems, make decisions, and communicate ideas and information in a variety of formats from a variety of content areas to meet academic and personal needs. Therefore, if students at all grade levels practice and refine strategies by using them in any content area, they will become effective at reading and making connections across the curriculum.

<http://www.ncpublicschools.org/schoolimprovement/effective/briefs/readingacross>

Exemplary Writing Process- Best Practice approach to improving writing across the curriculum

http://www.winsc.org/WIN_page3.htm

RIT – curriculum lessons have been developed in math and ELA for each RIT band. Students are placed in flexible groups based on their RIT band.

Options Reading Intervention Program- After school reading intervention program that provides extensive practice and guided instruction in reading. Students receive in-depth guided instruction and key reading skill development that enhances vocabulary, comprehension, and writing skills. <http://www.optionspublishing.com/630.htm>

Break Away Math Series - builds proficiency by moving from fundamental level to on-grade aptitude in each lesson. Ongoing assessment in each lesson measures progress and skill levels at every step. Facilitate learning by reviewing each math skill with hands-on activities in a real-world context, and give all students access to learning with focused and easy-to-read explanations for each concept. <http://www.optionspublishing.com/666.htm>

Compass Learning – Compass Learning is a computer assisted instructional tool based on the guiding belief that computers can help individualize the learning process. The curriculum and assessment experts at Compass are some of the brightest in their fields at developing research-based instruction. Compass Learning is based in Austin, Texas. It is part of the Reader's Digest family of companies who have won numerous awards for delivering new solutions for all students, including those needing intervention. <http://www.compasslearning.com/>